



ASSESSMENT & REPORTING POLICY

2019

Review Date: 2022

Ratified by School Board:  _____ SEPTEMBER 2019

Vision Statement

Guided by our Catholic Identity and Mercy Tradition, St Anthony's Catholic Primary School strives to provide education of excellence. We promote positive attitudes through living in a community where respect, justice and faith are celebrated.

Developed by: Staff and School Board All references to 'Staff members' include Administration Staff, Support Teachers, Teachers and Temporary Relief Teachers.

INTRODUCTION

At St. Anthony's Catholic Primary School, approaches to learning and teaching are based on the premise that all students are capable of learning, that learning should take place in inclusive classrooms where teaching strategies are employed that enhance each and every student's opportunity to be effective learners, to empower students to value their own learning and to pursue personal excellence.

Assessment is an integral part of the learning cycle. Assessment of the students' development and learning is an essential component of the curriculum and informs continued development, learning and teaching.

Students are observed in a variety of situations and a wide range of assessment strategies are implemented. At St Anthony's, the staff employ a range of formative and summative assessments to evaluate student achievement.

Assessment and reporting should:

- Use representative samples of students' work or performance to provide information about student learning.
- Collect evidence of students' understanding and thinking.
- Document learning processes of individuals and groups.
- Engage students in reflecting on their learning.
- Include the use of clearly defined rubrics.
- Identify exemplary work.
- Keep records of test/tasks results on Scorelink and in class checklists at teacher discretion.

In addition, all assessment should be:

- Available to all students and their parents/caregivers as a normal part of the learning process.
- Varied, to make sure all students have a chance to show what they know and can do.
- Based on sound educational thinking.
- Generally undertaken by teachers in classrooms as they develop learning programs for each student. Used by teachers and students to inform teaching and learning.
- Involve self-monitoring and self-assessment by students as they grow in independence.
- In accordance with guidelines from within the school, system and the Federal Government of Australia and aligned to the Australian Curriculum

RATIONALE

The central purpose of assessment is to provide opportunities for students to develop and demonstrate their knowledge, understandings, skills and dispositions so that teachers and students can gather information on progress and achievement to inform future learning. At all times, assessment is to be an integral part of teaching and uses **as**, **of** and **for** learning so as to inform individual and class direction for programming.

There are a number of other purposes for schools and teachers to assess student learning, including to fulfil their accountability responsibilities to students, parents/caregivers and the various partners in Catholic Education, including Governments.

Teachers and other staff with access to test or assessment materials will maintain the strictest confidence and professionalism in relation to the security of the documentation and the need to ensure that no content is disclosed without authorisation.

POLICY STATEMENT

Catholic schools report about student progress and achievement to a wide variety of partners for a number of purposes. The intended purpose and audience of each report will determine the format undertaken.

St Anthony's Catholic Primary School has a responsibility to report credibly and, in a timely manner, on student progress and achievement to students, parents/caregivers, the community, government and other partners in Catholic Education.

At St Anthony's Catholic Primary School, we aim to clearly communicate to students, parents and caregivers, achievement across all areas of the curriculum. Reporting of outcomes to the wider community is done as per government requirements with individual student achievement not being identified.

PRINCIPLES OF ACCOUNTABILITY

We are required to report to the Commonwealth on some education outcomes. The National Catholic Education Commission (NCEC), which represents the Catholic Sector at the national level, has established some principles for reporting processes. These ensure that our culture of care is maintained, protecting the well-being of students and the confidentiality of individual, school, state and national data.

ASSESSMENT & REPORTING PROCEDURES

The South Australian Commission for Catholic Schools (SACCS) has established that assessment and reporting are integral components of the learning process. Assessment and reporting relates to the learning outcomes of students.

Most assessment of how students are progressing is ongoing and done in the classroom. Parents/caregivers and students are encouraged to be actively involved with the teacher. The teacher coordinates the collection of the information and this is used to plan future learning.

PARTNERSHIP BETWEEN PARENTS, TEACHERS AND CHILDREN

The partnership between parents and teachers is seen as integral at St Anthony's Catholic Primary School. Parents are the student's first teachers and their insights and input are valued.

Ongoing communication is fostered by the following:

- Formal Parent Information Sessions.
- Learning Conversations.
- Regular parental communication via SeeSaw.
- Meeting with parents and planning individual programmes when required.
- Written, formative reports are issued at the end of Term 2 and a written, summative report at the end of the year.

Achievement Levels - Years 1-7

A	Excellent achievement beyond what is expected at this year level
B	Good achievement of what is expected at this year level
C	Satisfactory achievement of what is expected at this year level
D	Partial achievement of what is expected at this year level
E	Minimal achievement of what is expected at this year level

(Adjusted) next to the subject name indicates an adjustment has been made in that particular subject

Achievement Levels - Reception

<i>Working Beyond</i>	Working beyond what is expected at this year level
<i>Working At</i>	Working at what is expected at this year level
<i>Working Towards</i>	Working towards what is expected at this year level

(Adjusted) next to the subject name indicates an adjustment has been made in that particular subject

Effort Levels – Reception - Year 7

A	Excellent effort beyond what is expected at this year level
B	Good effort of what is expected at this year level
C	Satisfactory effort of what is expected at this year level
D	Partial effort of what is expected at this year level
E	Minimal effort of what is expected at this year level

Please note: if the curriculum area is blank, assessment for that area has not been completed this semester.

DATA COLLECTION AND ANALYSIS ENGLISH

Diagnostic, formative and summative assessments will take place throughout the year to inform teaching and learning programs and to measure student progress.

WHAT	WHEN
NAPLAN	Term 2 (Year 3,5 & 7)
PAT – R	Week 8-10 – Term 3
Agreed Standardised Testing (see 'Collection & Analysis of Standardised Testing' document)	

Staff will analyse NAPLAN, PAT-M, after the testing each year at school level. Collaborative modification, within the school and across year levels to ensure consistency of grade allocation against the Australian Curriculum will occur.

AGREED TARGETS

	NAPLAN	PAT – R	CURRICULUM
Reception			Developing achievement of Foundation achievement standard
Year 1			Achievement of 'C' or above for year level achievement standard.
Year 2			
Year 3	Band 3 or above	95 or above	
Year 4		106 or above	
Year 5	Band 5 or above	112 or above	
Year 6		118 or above	
Year 7	Band 6 or above	120 or above	

